

Section 3: Assignment 1 Rubric – Read-Aloud as Instructional Practice

Assignment Characteristic	Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)
Identification & Justification of Literature	The candidate has identified a book, but it's not appropriate to the grade level and/or there is no justification that it is a culturally relevant text.	The candidate has identified a book appropriate to the grade level, but has not fully evaluated the book as a culturally relevant text.	The candidate has identified a book appropriate to the grade level and has justified the text as culturally relevant by including at least two pieces of evidence that point to cultural relevance from the course texts/videos.	The candidate has identified a book appropriate to the grade level and has justified the text as culturally relevant by including at least three or more pieces of evidence that point to cultural relevance from the course texts/videos.
State Standards and Objectives	The candidate does not include objectives aligned to state standards.	The candidate includes 1 objective aligned to state standards.	The candidate includes 2-3 objectives aligned to state standards.	The candidate includes 2-3 objectives aligned to state standards. The candidate explains how the selected book aligns with the objectives.
Pre-selection of Vocabulary	The candidate does not pre-select vocabulary.	The candidate pre-selects vocabulary words, but does not explain why the chosen words are appropriate to teach.	The candidate pre-selects 3-4 vocabulary words. The candidate includes a brief statement explaining why the words chosen are appropriate to teach.	The candidate pre-selects 3-4 vocabulary words. The candidate includes a detailed statement explaining why the words chosen are appropriate to teach.
Pre-selection of stopping points for second reading	The candidate does not pre-select stopping points for second reading.	The candidate pre-selects stopping points, but does not explain how these points will be used to teach the objectives.	The candidate pre-selects stopping points and briefly explains how these points could be tricky for their students to comprehend. The candidate includes at	The candidate pre-selects stopping points and explains in detail how these points could be tricky for their students to comprehend. The candidate includes at least two open-ended questions to promote

			least one open-ended question to promote discussion among the students.	discussion among the students. The candidate includes a plan for assuring all students interact with the text through spoken responses.
After reading discussion	The candidate does not plan for an after reading discussion.	The candidate briefly plans for an after reading discussion and/or the discussion planned does not promote deeper comprehension of the text presented.	The candidate plans for an after reading discussion that reviews the objectives by providing at least two open-ended questions that promote deeper comprehension of the text presented.	The candidate plans for an after reading discussion that reviews the objectives by providing three or more open-ended questions that promote deeper comprehension of the text presented. The candidate includes a plan for assuring all students interact in the discussion, even beginning language learners.
Spelling and Grammar	The work contains 5 or more spelling or grammatical errors, or the work is not written at a graduate level. The lack of proofreading or writing mastery significantly interferes with the clarity of the work.	The work contains 3-4 spelling or grammatical errors, or the writing is basic in sentence structure. The lack of proofreading or writing mastery detracts from the clarity of the work, but the writer's overall meaning is still clear.	The work contains 1-2 spelling or grammatical errors, but they do not interfere with the clarity of the work. The work is written at a graduate level.	The work contains no spelling or grammatical errors. The work is written at a graduate level or post-graduate level. The writing is well organized and clear.